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ABSTRACT

The paper describes the development and use of a General Evaluation Matrix (GEM), a profile technique by which major handicaps are graphically presented along with school grades and achievements in basic skills. The approach lends itself to establishing entry level criteria for special education suited to the needs of specific communities. Prereferral questions document exhaustion of regular education alternatives. An illustration of a GEM profile on a fifth grader is used to explain the contents and use of the profile. Among advantages of the GEM are establishment of specific standards for handicapping conditions and basic skill performance and the opportunity to make comparisons between areas. (CL)

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# ESTABLISHING FAIR AND REALISTIC ENTRY AND EXIT CRITERIA USING THE GENERAL EVALUATION MATRIX (GEM)A SPECIAL EDUCATION DECISION MAKING TOOL

Since the inception of PL 94-142, special educators have worked diligently to provide programs which were accountable to School Committees and fair to students given each communities' socio-economic status, school budget and student needs. A lack of clearly defined guidelines (criteria) posed numerous problems regarding eligibility for special education services. The way was left open for threats from parents or pressure from Administrators to "tip the scales" in favor of entry to services where such services were highly questionable. Given the present economic climate nationally and fiscal constraints locally, the need for criteria has become increasingly important.

A closer look at the Federal definition of a child in need of special education reveals several factors. First, a special education need must contain two components, a handicapping condition and a demonstrated adverse effect on performance in regular education usually interpreted to mean failing grades, low achievement test scores in basic skills, or poor classroom performance. Next a cause-effect relationship must also be in evidence; that is, the identified handicap(s) must be shown to have an adverse effect on educational performance. A third factor often overlooked is implied in the Federal definition of least restrictive environment. This is that all efforts have been made to exhaust regular education alternatives before special education is considered.

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The necessity for these components to be present and in a relationship automatically limits the population of students who should receive special education. For example, a student with "gaps in learning" due to cultural deprivation or poor teaching who is failing school subjects does not fit the cause-effect relationship as no handicap is present. In the same way, a student who exhibits anti-social behavior or lack of motivation along with poor school grades, but no demonstrated emotional handicap does not fit the definition of a special education need as only one of the three components, adverse performance in regular education, is present.

The definition given above limits the number of eligible students, but still does not clearly define each component. To resolve this dilemma a General Evaluation Matrix (GEM) has been developed. The GEM graphically presents all major handicaps along with sections on school grades and achievement in basic skills (adverse educational performance) on one profile. Prereferral questions document exhaustion of regular education alternatives. Since the GEM uses a rating scale from superior functioning to severe dysfunction based on a normal population distribution of +3.00 to -3.00 SD, it is possible to establish entry level criteria for special education suited to each communities' unique needs. Visually then, a representation (through test scores) for handicapping condition and adverse performance in regular education along with exhaustion of regular education alternatives is possible as well as clearly demarcating entry level criteria on the GEM.

Figure 1 is an example of a completed GEM profile (special education profile) on a fifth grade student. The standard scales (vertical columns) allow for specific or informal charting of test data for intelligence, perception, communication, motor skills and emotional maladjustment. Room for narrative reporting of physical, sensory or neurological data along with developmental and school history is also provided. The above evaluation results document the presence or absence of a handicapping condition. The scales also allow professionals to chart assessment results in basic skills or school grades on the same profile. These results demonstrate possible adverse effect on educational performance. Finally a set of prereferral questions documents that all regular education alternatives have been exhausted. Summary questions bring all information together to determine eligibility for special education services.

To assist in decision making the insertion of criteria (grey bars) onto the GEM profile provides specific standards for professionals to consider as guidelines for eligibility. In this example standards for handicapping condition (intellectual, perceptual sections) were set at a mild level using the general rating scale very superior to severe. Standards for possible adverse effect on educational performance (basic skills and grades) were set at the 21st percentile which was the district standard for minimum competency and at F for failing grades respectively.

Test scores on or below the grey bars (criteria) for handicapping

condition; adverse effect on educational performance along with evidence of exhaustion of regular education services would qualify a student for special education services. Scores above the standards in any one of the three areas would disqualify the student unless the professional team felt extenuating circumstances prevailed.

Another advantage to a comprehensive profile such as the GEM is the ability it gives one to make comparisons between areas. In public schools perception and achievement are often seen in relationship. Specific perceptual deficits may cause difficulties in reading, mathematics, language, or spelling and subsequently school grades. These relationships are also critical in planning specific remediation. If one is able to "see" the cause of a problem, teaching approaches to compensate for or reinforce deficit areas is enhanced. The GEM becomes an excellent teaching tool in this regard.

Finally, if one considers the amount and kind of information presented at staff conferences, it is not difficult to imagine why parents in attendance may be confused or overwhelmed. The GEM helps remove some of the mystery from verbal or written data and gives the parent(s) a clear visual explanation of the student's strengths and weaknesses. With criteria clearly demarcated on the GEM profile, eligibility is more easily explained and understood.

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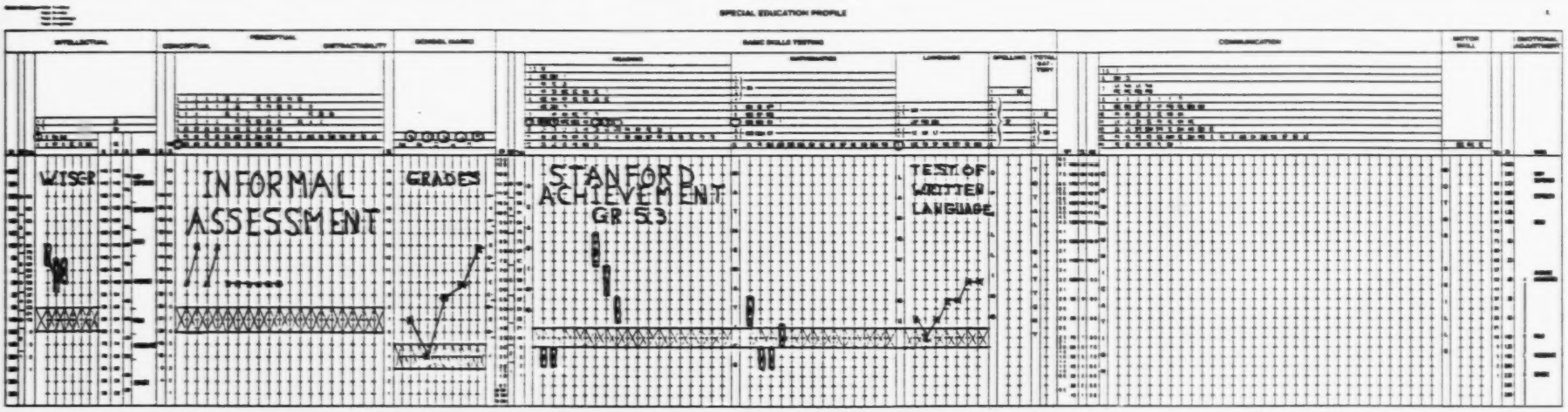
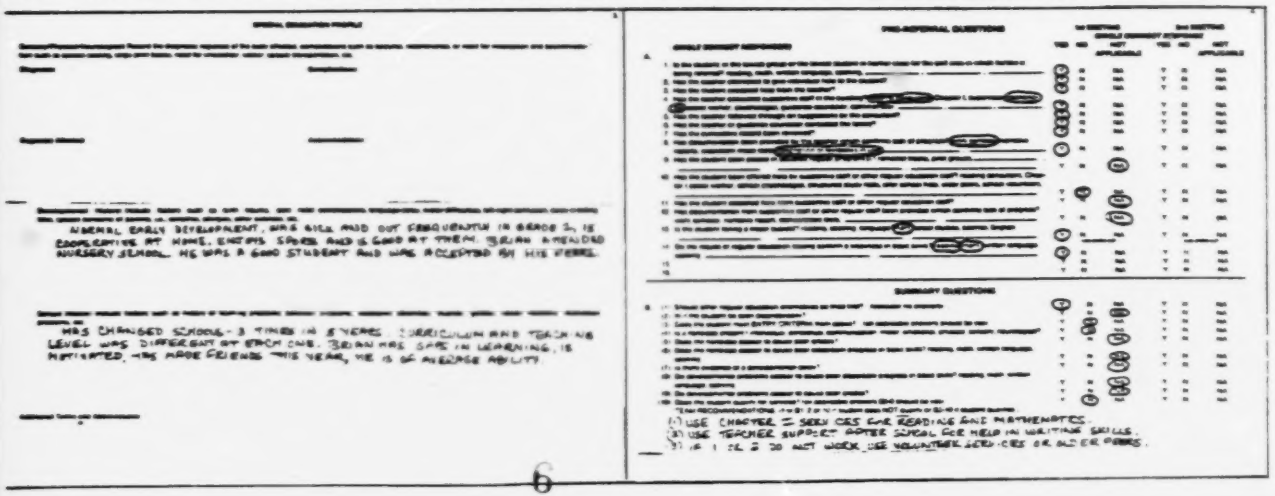
Figure 1




See attached pages for enlarged detail

# SPECIAL EDUCATION PROFILE FOR:



## INTELLECTUAL: WISC-R 1/20/86~

```
S. D.       --3.00--2.66--2.33--2.00--1.66--1.33--1.00--0.66--0.33--0.00--0.33--0.66--1.00--1.33--1.66--2.00--2.33--2.66--3.00--
STANINE     ----------1----------+-----2----+---3---+----4----+---5---+----6----+----7----+----8----+--------9----------
PERCENTILE  --------------1-----2-----5-----9-----16-21-25-31-37-44-50-57-63-69-75-79-84----91----95----98----99----+-----+----
C/M AGE     ---1-----2-----3-----4-----5-----6-----7-----8-----9-----10----11----12----13----14----15----16----17----18----19---
Verb IQ     ---+-----+-----+-----+-----+-----+-----+-----E-----+-----+-----+----nnnNnnn+-----+-----+-----+-----+-----+-----+----
Perf IQ     ---+-----+-----+-----+-----+-----+-----+-----E-----+----nnnnNnnnn----+-----+-----+-----+-----+-----+-----+-----+----
Full IQ     ---+-----+-----+-----+-----+-----+-----+-----E-----+-----+---nnNnn---+-----+-----+-----+-----+-----+-----+-----+----
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
(IQ)        ---55----60----65----70----75----80----85----90----95----100---105---110---115---120---125---130---135---140---145--
GEN. COG.   ---52----58----62----68----74----78----84----89----94----100---106---111---116---122---126---132---138---142---148--
SCALE IND.  ------22----25-------30-------35-------40-------45-------50-------55-------60-------65-------70-------75----78------
RATING      -------SEVERE--------+--MODERATE-+---MILD----+--------AVERAGE--------+----GOOD---+--SUPERIOR-+--VERY-SUPERIOR-------
```

## PERCEPTUAL: Informal Assessment 1/20/86~

```
C/M AGE     ---------------------4-----5-----6-----7-----8-----9-----10----11----12----13----14----15----16----17----18----19---
SCALED SC 1 ---+-----4-----8-----12----16----20----24----28----32----36----40----44----48----52----56----60----64----+-----+----
SCALED SC 2 ---1-----2-----3-----4-----5-----6-----7-----8-----9-----10----11----12----13----14----15----16----17----18----19---
(RATING)    -------SEVERE--------+--MODERATE-+---MILD----+--------AVERAGE--------+----GOOD---+--SUPERIOR-+--VERY-SUPERIOR-------
VM  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
AM  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+----
VS  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
AS  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+----
FM  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
SO  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
TD  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
VMI GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
VD  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
AD  GEN RATE--+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
              ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
```

## EMOTIONAL:

```
RATING      -------SEVERE--------+--MODERATE-+---MILD----+--------AVERAGE--------+----GOOD---+--SUPERIOR-+--VERY-SUPERIOR-------
            ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
```

## DEVELOPMENTAL HISTORY:

Normal earley development,was sick and out frequently in Gr. 1,is cooperative at home,enjoys sports and is good at them. Brian attended nursery school.HE was a good student and was accepted by his peers.

## SCHOOL HISTORY:

Has changed schools 3 times in 5 years,curriculum and teaching level was diffirent at each one.Brian has gaps in learning ,he is motivated ,has made friends this year.He is of average ability.

## GRADES: ELEMENTARY 1/20/86~

```
AVER. MARK  ---------F----------+---- D- -- D --- D+ ---+---- C- -- C --- C+ ---+---- B- -- B --- B+ ---+---- A- -- A --- A+ --
READ GRADES ---+-----E-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
ARIT GRADES ---+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
SPEL GRADES ---+-----E-----+-----+-----+-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
LANG GRADES ---+-----E-----+-----+-----+-----+-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+----
PE   GRADES ---+-----E-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+----
```

## BASIC SKILLS TESTING

```
S. D.       --3.00--2.66--2.33--2.00--1.66--1.33--1.00--0.66--0.33--0.00--0.33--0.66--1.00--1.33--1.66--2.00--2.33--2.66--3.00--
STANINE     ----------1----------+-----2----+---3---+----4----+---5---+----6----+---7----+----8----+--------9----------------
RATING      -------SEVERE--------+---MODERATE-+---MILD----+--------AVERAGE--------+----GOOD---+---SUPERIOR-+---VERY-SUPERIOR-------
WOODCOCK    --------------------1-----2-----3-----4-----5-----6-----7-----8-----9-----10----11----12--12.9--------------------
PERCENTILE  --------------1-----2-----5-----9-----16-21-25-31-37-44-50-57-63-69-75-79-84----91----95----98----99----+-----+-----
```

## READING: SAT 1/20/86~

```
WR   3.0  ---+-----+-----+-----+-----N-----+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
RC   3.4  ---+-----+-----+-----+-----+---N-+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
WR&C 3.0  ---+-----+-----+-----+-----N-----+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
WSS  4.0  ---+-----+-----+-----+-----+-----+-----+---E-+-N---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
AV   6.1  ---+-----+-----+-----+-----+-----+-----+---E-+-----+-----+-----+---N-+-----+-----+-----+-----+-----+-----+-----+-----+----
LC   5.0  ---+-----+-----+-----+-----+-----+-----+---E-+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+----
VOC  4.4  ---+-----+-----+-----+-----+-----+-----+---E-+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
TOT       ---+-----+-----+-----+-----+-----+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
```

## ARITHMATIC: SAT 1/20/86~

```
MC   4.5  ---+-----+-----+-----+-----+-----+-----+---E-+-N---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
MCMP 3.1  ---+-----+-----+-----+-----+-N---+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
MA   3.0  ---+-----+-----+-----+---N-+-----+-----+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
TOT  3.8  ---+-----+-----+-----+-----+-----+---N-+---E-+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
```

## LANGUAGE: TOWL 1/20/86~

```
VOC       ---+-----+-----+-----+-----+-----+-----E-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
TM        ---+-----+-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
SPEL      ---+-----+-----+-----+-----+-----+-----E-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
WUSE      ---+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
STYL      ---+-----+-----+-----+-----+-----+-----E-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
TU        ---+-----+-----+-----+-----+-----+-----E-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+----
HW        ---+-----+-----+-----+-----+-----+-----E-----+-----+-----+-----+-----N-----+-----+-----+-----+-----+-----+-----+-----+----
```

## SPELLING:

```
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
```

## TOTAL TEST:

```
          ---+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+----
KEY MATH  ---.5---1.0---1.5---2.0---2.5---3.0---3.5---4.0---4.5---5.0---5.0---6.0---6.5---7.0---7.5---8.0---8.5---9.0---9.5---
SCALED SC 2---1-----2-----3-----4-----5-----6-----7-----8-----9-----10----11----12----13----14----15----16----17----18----19---
```

## COMMUNICATIONS

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S. D. | --3.00 | --2.66 | --2.33 | --2.00 | --1.66 | --1.33 | --1.00 | --0.66 | --0.33 | --0.00 | --0.33 | --0.66 | --1.00 | --1.33 | --1.66 | --2.00 | --2.33 | --2.66 | --3.00 |
| STANINE | 1 | | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | |
| SCALED SC 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| AGE | 5.0 | 5.6 | 6.0 | 6.6 | 7.0 | 7.6 | 8.0 | 8.6 | 9.0 | 9.6 | 10.0 | 10.6 | 11.0 | 11.6 | 12.0 | 12.6 | 13.0 | 13.6 | 14.0 |
| PERCENTILE | 1 | 2 | 5 | 9 | 16 | 21 | 25 | 31 | 37 | 44 | 50 | 57 | 63 | 69 | 75 | 79 | 84 | 91 | 95 | 98 | 99 |

### COMMUNICATION 1:

### COMMUNICATION 2:

### COMMUNICATION 3:

### COMMUNICATION 4:

## MOTOR SKILLS:

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PERCENTILE | 1 | 2 | 5 | 9 | 16 | 21 | 25 | 31 | 37 | 44 | 50 | 57 | 63 | 69 | 75 | 79 | 84 | 91 | 95 | 98 | 99 |

## SENSORY/PHYSICAL/NEUROLOGICAL

DIAGNOSIS:

COMPLICATIONS:

REGION(S) AFFECTED:

ACCOMMODATIONS:

PRE-REFERRAL QUESTIONS FOR NAME _____ GRADE __5__ 

| | 1ST MEETING | | | 2ND MEETING | | |
|---|---|---|---|---|---|---|
| | CIRCLE CORRECT RESPONSE | | | | | |
| | YES | NO | NOT APPLICABLE | YES | NO | NOT APPLICABLE |
| **A. CIRCLE CORRECT RESPONSE(S)** | | | | | | |
| 1. Is the student in the lowest group or the lowest student in his/her class for the skill area in which he/she is being referred? reading, math, written language, spelling, _____, _____, _____. | (Y) | N | NA | Y | N | NA |
| 2. Has the teacher attempted to give individual help to the student? | (Y) | N | NA | Y | N | NA |
| 3. Has the student accepted help from the teaher? | (Y) | N | NA | Y | N | NA |
| 4. Has the teacher consulted supportive staff in the building? (reading consultant), Chapter I, supervisor, (coordinator) social worker, psychologist, guidance counselor, administrator, _____, _____, _____. | (Y) | N | NA | Y | N | NA |
| 5. Has the teacher followed through on suggestions by the consultant? | (Y) | N | NA | Y | N | NA |
| 6. Has the teacher or guidance counselor contacted the family? | (Y) | N | NA | Y | N | NA |
| 7. Has the cumulative record been reviewed? | (Y) | N | NA | Y | N | NA |
| 8. Has documentation been provided by the teacher which confirms lack of progress? (work samples) narrative reports, classroom made tests, (descriptions of textbooks) _____, _____, _____. | (Y) | N | NA | Y | N | NA |
| 9. Has the student been placed in adjusted regular program(s)? remedial tracks, pilot groups, _____, _____, _____. | Y | N | (NA) | Y | N | NA |
| 10. Has the student been offered help by supportive staff or other regular education staff? reading consultant, Chapter I social worker, shcool psychologist, structured study halls, after school help, older peers, school volunteers, _____, _____, _____. | Y | (N) | NA | Y | N | NA |
| 11. Has the student accepted help from supportive staff or other regular education staff? | Y | N | (NA) | Y | N | NA |
| 12. Has socumentation from suppoerive staff or other regular staff been provided which confirms lack of progress? work samples, narrative reports, standardized tests, _____, _____, _____. | Y | N | (NA) | Y | N | NA |
| 13. Is the student failing a major subject? reading, spelling, language, (math) social studies, science, English, _____, _____, _____. | (Y) | N | NA | Y | N | NA |
| 14. Do the results of regular education testing confirm a weakness in basic skills? (reading) (math) written language, spelling, _____, _____, _____. | (Y) | N | NA | Y | N | NA |
| 15. | Y | N | NA | Y | N | NA |
| 16. | Y | N | NA | Y | N | NA |
| **B. SUMMARY QUESTIONS** | | | | | | |
| (1) Should other regular education alternatives be tried first? (consider no answers) | (Y) | N | NA | Y | N | NA |
| (2) Will the student be seen diagnostically? | Y | N | NA | Y | N | NA |
| (3) Does the student meet ENTRY CRITERIA from above? (all applicable answers should be yes) | Y | N | NA | Y | N | NA |
| (4) Is a handicap present? intellectual, perceptual, communication, motor, emotional, physical, sensory, neurological? | Y | N | NA | Y | N | NA |
| (5) Does the handicap appear to cause poor grades? | Y | N | NA | Y | N | NA |
| (6) Does the handicap appear to cause poor classroom progress in basic skills? reading, math, written language, spelling | Y | N | NA | Y | N | NA |
| (7) Is there evidence of a developmental delay? | Y | N | NA | Y | N | NA |
| (8) Do developmental problems appear to cause poor progress in basic skills? reading, math, written language, spelling | Y | N | NA | Y | N | NA |
| (9) Do developmental problems appear to cause poor grades? | Y | N | NA | Y | N | NA |
| (10) Does the student qualify for services? (all applicable answers #3-9 should be yes) | Y | N | NA | Y | N | NA |

TEAM RECOMMENDATIONS: (For #1,2, or 10 if student does NOT qualify or #3-10 if student qualifies.)

(1) Use Chapter I services for reading and math.

(2) Use teacher support after school for help in writing skills.

(3) If 1 or 2 do not work use volunteer services or older peers.

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264 North Main Street, East Longmeadow, Mass. 01028

# TEST HISTORY OF:



1/20/86

## INTELLECTUAL:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86^ | WISC-R | Verbal | IQ | 55-145 | 112 | | 90 |
| | | Performance | IQ | 55-145 | 103 | | 90 |
| | | Full Scale | IQ | 55-145 | 105 | | 90 |

[END OF SECTION]

## PERCEPTUAL:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86^ | Informal Assessment | Visual Memory | GEN RATE | SE-VS | AV | | MI |
| | | Auditory Memory | GEN RATE | SE-VS | GO | | MI |
| | | Visual Sequencing | GEN RATE | SE-VS | AV | | MI |
| | | Auditory Sequencing | GEN RATE | SE-VS | GO | | MI |
| | | Fine Motor | GEN RATE | SE-VS | AV | | MI |
| | | Spatial Orientation | GEN RATE | SE-VS | AV | | MI |
| | | Time Orientation | GEN RATE | SE-VS | AV | | MI |
| | | Visual Motor Integration | GEN RATE | SE-VS | AV | | MI |
| | | Visual Discrimination | GEN RATE | SE-VS | AV | | MI |
| | | Auditory Discrimination | GEN RATE | SE-VS | AV | | MI |

[END OF SECTION]

## EMOTIONAL:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

## GRADES:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86^ | ELEMENTARY | Reading | GRADES | F-A+ | D | | F |
| | | Arithmatic | GRADES | F-A+ | F | | F |
| | | Spelling | GRADES | F-A+ | C- | | F |
| | | Language | GRADES | F-A+ | C | | F |
| | | Physical Education | GRADES | F-A+ | B | | F |

[END OF SECTION]

## READING:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86^ | SAT | Word Reading | %TILE | 1-99 | 5 | 3.0 | 21 |
| | | Reading Comprehension | %TILE | 1-99 | 7 | 3.4 | 21 |
| | | Word Reading + Comprehension | %TILE | 1-99 | 5 | 3.0 | 21 |
| | | Word Study Skills | %TILE | 1-99 | 30 | 4.0 | 21 |
| | | Auditory Vocabulary | %TILE | 1-99 | 69 | 6.1 | 21 |
| | | Listening Comprehension | %TILE | 1-99 | 50 | 5.0 | 21 |
| | | Vocabulary | %TILE | 1-99 | 37 | 4.4 | 21 |
| | | Total | %TILE | 1-99 | | | 21 |

[END OF SECTION]

## ARITHMATIC:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86^ | SAT | Math Concepts | %TILE | 1-99 | 31 | 4.5 | 21 |

TEST HISTORY OF:



1/20/86

ARITHMATIC:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86 | SAT | Math Computation | %TILE | 1-99 | 6 | 3.1 | 21 |
| | | Math Application | %TILE | 1-99 | 4 | 3.0 | 21 |
| | | Total | %TILE | 1-99 | 15 | 3.8 | 21 |

[END OF SECTION]

LANGUAGE:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|
| 1/20/86 | TOWL | Vocabulary | SS 2 | 1-19 | 8 | | 7 |
| | | Thematic Maturity | SS 2 | 1-19 | 7 | | 7 |
| | | Spelling | SS 2 | 1-19 | 8 | | 7 |
| | | Word Usage | SS 2 | 1-19 | 10 | | 7 |
| | | Style | SS 2 | 1-19 | 10 | | 7 |
| | | Thought Units | SS 2 | 1-19 | 12 | | 7 |
| | | Handwriting | SS 2 | 1-19 | 12 | | 7 |

[END OF SECTION]

SPELLING:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

TOTAL TEST:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

COMMUNICATION 1:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

COMMUNICATION 2:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

COMMUNICATION 3:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

COMMUNICATION 4:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]

MOTOR SKILLS:

| Test Date | Test Name | Subtest Name | Scale | Range | Score | GLE Score | Criteria |
|---|---|---|---|---|---|---|---|

[END OF SECTION]